

View of Grade Band Core Content Connectors (CCCs) by Learning Progressions Frameworks Targets and Instructional Families

Overview of CCCs: LPF Strand - Measurement

(K-4) Elementary School Learning Progressions Frameworks Targets

E.ME-1 Explore relationships among units, attributes, and measures within a system of measurement:

- Identify measurement attributes and units;
- Use measurement attributes to describe and compare objects, situations, or events.

E.ME-2 Apply appropriate techniques (iteration and tiling), tools (standard and non-standard), and formulas (area and perimeter) to determine or estimate measurements.

Sorting and Classifying	Measuring Using Tools	Problem Solving Using Measurement Processes	Perimeter, Area, and Volume Problems	Scaling and Unit Conversion
K	Grade 1	Grade 2	Grade 3	Grade 4
K.ME.1a1 Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...) K.MD.A.1	1.ME.1a2 Identify minutes and hours on a digital clock 1.MD.B.3	2.ME.1a3 Select appropriate unit of measurement to measure an object (ruler or yard stick; inches or feet) 2.MD.A.1	3.ME.2e1 Select appropriate tool for measurement: liquid volume, area, time, money 3.MD.A.2	4.ME.2e4 Select appropriate tool for measurement: mass, length, angles 4.MD.C.6
	1.ME.1b3 Order up to 3 objects based on a measurable attribute (height, weight, length) 1.MD.A.1	2.ME.1a5 Tell time to the nearest ½ hour using digital clocks 1.MD.B.3	3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock 2.MD.C.7	4.ME.2e5 Construct a given angle 4.MD.C.6
K.ME.1b1 Sort objects by characteristics (e.g., big/little, colors, shapes, ect.) K.MD.B.3	1.ME.1b4 Compare the lengths of two objects indirectly by using a third object 1.MD.A.1	2.ME.1c2 Measure the attributes (length, width, height) of an object using 2 different size units 2.MD.A.2	3.ME.1d1 Use tiling and addition to determine area 3.MD.C.7a	4.ME.2e6 Measure right angles using a tool (e.g., angle ruler, protractor) 4.MD.C.6
K.ME.1b2 Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight) K.MD.A.2	1.ME.1c1 Compare 2 units of measurement and identify which unit would require more or less when measuring a selected object. (I can measure with paper clips or markers, which unit will require more to measure the table?) 1.MD.A.2	2.ME.1c3 Recognize that units can be decomposed into smaller units 2.MD.A.3	3.ME.1d2 Measure area of rectilinear figures by counting squares 3.MD.C.6	4.ME.1d3 Use tiling and multiplication to determine area 3.MD.7a
		2.ME.2b2 Select appropriate tools and demonstrate or identify appropriate measuring techniques 2.MD.A.1	3.ME.1f1 Select appropriate units for measurement (liquid volume, area, time, money) 3.MD.A.2	4.ME.1f3 Select appropriate units for measurement: mass, length, angles No CCSS linked

Grades 6–8 Reading Element Card – Informational Text – *Analyzing Across Texts*

<p>Grade 6 students:</p> <p>CCSS: 6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Grade 7 students:</p> <p>CCSS: 7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Grade 8 students:</p> <p>CCSS: 8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>PI: M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader. M.RI.f Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.</p>	<p>PI: M.RI.I Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.</p>	<p>PI: M.RI.I Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic /subject, and resolving conflicting information.</p>
<p>CCCs</p> <p>6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</p>	<p>CCCs</p> <p>7.RI.I1 Compare/contrast how two or more authors write about the same topic. 7.RI.I2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>CCCs</p> <p>8.RI.I1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>
<p>Essential Understanding: Identify two texts on the same topic. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN Compare two statements about the same</p>	<p>Essential Understanding: Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the text that agree or disagree on the same topic. THEN</p>	<p>Essential Understanding: Identify two texts on the same topic by different authors. THEN Locate important information within a text related to a provided topic. THEN Identify statements from the texts that disagree on the same topic. THEN</p>

topic.	Compare two selections of text on the same topic.	Distinguish identified statements as fact or interpretation.
Suggested Instructional Strategies: <u>Write to Understand</u> <ul style="list-style-type: none"> Use a Graphic Organizer (e.g., double bubble map, Venn diagram, matrix to compare two articles about Lincoln) Use a system of least prompts as needed to provide feedback.* <u>Sort to Understand</u> <p>Provide information on a topic from two texts. Have students sort one author's information from another's.</p> <u>Discuss to Understand</u> <ul style="list-style-type: none"> Reading for a Purpose: Prime students by providing specific information to listen for as a text is read (e.g., Myths and Truths About Thanksgiving; located at: http://www.readwritethink.org/classroom-resources/lesson-plans/myth-truth-first-thanksgiving-65.html) Provide guiding questions after paragraphs or sections of the text is read aloud. <u>Model to Understand</u> <ul style="list-style-type: none"> Model determining the author's point of view by placing text on overhead or whiteboard and highlighting information as it is read that tells you the author's point of view. Suggested Scaffolds and Supports <ul style="list-style-type: none"> Highlighted information within the text Graphic organizers Additional Resources: http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/Literacy%20Middle/Grade%206_GP_Argument3_RI.6-5.6.8.9TE.pdf		

* Refer to Instructional Resource Guide for full descriptions and examples of systematic instructional strategies.

Grades 3 –5 Reading Element Card – Literary Text

<p>Grade 3 students:</p> <p>CCSS: 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>PI: E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p>Grade 4 students:</p> <p>CCSS: 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>PI: E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p>Grade 5 students:</p> <p>CCSS: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>PI: M.RL.d Comparing literary elements (e.g., character, setting, plot/subplots) within or across text.</p>
<p>CCCs</p> <p>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>CCCs</p> <p>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>CCCs</p> <p>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</p> <p>5.RL.d2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p>Essential Understanding: Identify the basic elements of a story (character, setting, events, or conflicts). THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)].</p>	<p>Essential Understanding: Identify the basic elements of a story (character, setting, events, or conflicts). THEN Describe characters, settings, and events within a story. THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)].</p>	<p>Essential Understanding: Identify the basic elements of a story (character, setting, events, or conflicts). THEN Describe characters, settings, and events within a story. THEN Use descriptions to identify two similar characters, settings or events within a story. THEN With prompting and support, answer simple questions about how two of the elements are related [i.e., Where does the character live? (to address relationship between character and setting); Why is the character upset? (to address relationship between character and conflict)]. THEN Answer questions related to the relationship(s) between characters, setting,</p>

Suggested Instructional Strategies:**Write to Understand**

Use a Graphic Organizer (e.g., Story Map, Sequence Chain, Character Map, Problem-Solution): Have students use a graphic organizer to record the title, characters, settings, events and/or conflicts of a story.

- Use a character map to represent a character from a story.
- Add any other details such as speech bubbles, clothing, or features to the character(s) to help track the details.
- Character Change: As the text is read, students should add to the graphic organizer to capture changes to the character(s) during the story and why the changes occur. Students should use specific details from the story in their explanation. The graphic organizer can be changed or expanded to include setting(s) or major event(s).

Sketch or Choose a pictorial representation of the Text: Use system of least prompts* to have students answer questions about story elements or develop an image (e.g., paste images, select, draw) of the setting, characters, and/or events as they read while focusing on the following questions:

- What does the character look like? Include details from story.
- Where does the story take place? Why is that important?
- What event or events are central to the story?

Sort to Understand

Concept Sort: Have students sort various story elements and features.

- Students can sort characteristics that relate to specific elements (e.g., character and features, setting and features) and relationships amongst the elements (e.g., a character and his/her setting, various characters and their conflicts).

Discuss to Understand

Develop a Character Profile: Use system of least prompts to have students complete (or choose) information on each character to complete Character Profiles (e.g., sketch, Rap Sheet):

- What does the character look like? Include details from story.
- Where does the character live? Include details from story.
- What events or conflicts take place in the story? Include details from the story.
- What do the character's words and actions tell you about the character? Include details from story.
- What events take place in the story to help the character solve a problem or conflict? Include details from the story.

Model to Understand

Genre Study: Use texts within the same genre, read several texts within the genre and chart each texts' various story elements. As the chart fills, ask students to notice how various story elements are connected.

Standard:			
More complex		Less Complex	
Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings

Standard: Reading Strand for Literature Grade 5 – Integration of Knowledge and Ideas
 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **(5.RL.9)**

More complex		Less Complex	
Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings
Compare and contrast attributes such as setting, plot, and characters in the story, _____ and the play, _____	Compare and contrast attributes such as setting, plot, and characters in the story, _____ and the play, _____ by using a speech to text recognition software	Compare and contrast the attributes such as setting, plot, and characters in the story, _____ and the play, _____ using picture/symbols icons	<p>Reach and grasp icons to match character attributes as directed by peer Activate switch to select choice of literature to be read/discussed</p> <p>Sort characteristics that relate to specific elements in the stories: characters and features</p>
	Adapted from WestEd		

Standard: Mathematics - Grade 3: Measurement and Data – Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and English Units (oz, lb.), and liters

More complex		Less Complex	
Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings
Measure and estimate standard liquid volume using measuring cups and liquid while conducting experiments	Measure and estimate standard liquid volume using Braille labeled or differently shaped measuring cups while conducting experiments	Match liquid volume to color-coded symbols labeled on measuring cups and containers	<p>Transfer liquid from one container to another without spillage</p> <p>Request assistance from peer</p> <p>Select the appropriate tool for measurement: liquid volume, area, time and money</p>
Adapted from WestEd			

Standard: Research – Grade 8: Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

More complex		Less Complex	
Standards-based IEP Goal	With Accommodations	With Modifications	Essential Understandings
<p>Conduct a research project based on self-generated question. Use multiple sources and generate at least 2 additional questions</p> <p>Write one page using a word processor</p>	<p>Student will conduct own research project with self-generated question and use 2 sources. Student will complete writing assignment using word processor with word prediction software</p> <p>Adapted from WestEd</p>	<p>Student will identify topic of interest. Teacher will provide leveled text on topic</p> <p>Student will generate a 3 sentence report using speech to text software</p>	<p>Given 2 pictures of topics, student will choose one of interest</p> <p>Identify two texts on the same topic by different authors</p>